

<b>Peer-to-peer learning Guide (Sport4Rules)</b> National Best practices of fighting violence in sport and through sport (projects/established programmes)	
<b>Name:</b> <i>Project/Programme Title</i>	Development and Implementation of Social Dimension Strategies in Armenia and Bosnia and Herzegovina through Cross-regional Peer Learning ( INCLUSION )
<b>When:</b> <i>When the project/programme was implemented (please specify if the project/programme is still ongoing)</i>	Start:15-10-2016 End: 14-10-2019
<b>Where:</b> <i>Where the project/programme is/ was held (city, country)</i>	Armenia, Bosnia and Herzegovina, UK, Belgium, Austria
<b>Who:</b> <i>Name of the Coordinating Entity</i>	State Academy of Fine Arts of Armenia (SAFAA) – Armenia
<b>Objectives:</b> <i>General and Specific Project Objectives</i>	<p>INCLUSION            (Development and Implementation of Social Dimension Strategies at HEIs in Armenia and BiH through Cross-regional Peer Learning) is a three-year cross-regional joint project under EAC/A04/2015 call and Key Action 2 – Capacity Building in the Field of Higher Education. The wider objective is to mobilize the HE capacity in Armenia and BiH in contributing to the implementation of the social dimension (SD) strategies through capitalizing on knowledge transfer and cross-regional cooperation.</p> <p><b>The specific objectives are:</b></p> <ul style="list-style-type: none"> <li>✓ Capacity building of HE sector for designing and implementing SD strategies;</li> <li>✓ Development of a harmonized approach to the implementation of SD strategies in line with country specific objectives;</li> <li>✓ Fostering access to/participation in and completion of higher education for persons from vulnerable/underrepresented groups.</li> </ul>

**Stakeholders of the project:**  
*People and institutions contributing to the implementation of the project/programme*

***Applicant (Coordinator) :***

**American University of Armenia:** Mrs. Anahit Ordyan – [aordyan@aua.am](mailto:aordyan@aua.am)

***Local Coordinators :***

Ministry of Education and Science of the Republic of Armenia: Mr. Sasoun Melikyan – [sasoun.melikyan@gmail.com](mailto:sasoun.melikyan@gmail.com)

Ministry of Labour and Social Affairs of the Republic of Armenia: Mrs. Jemma Baghdasaryan – [info@mlsa.am](mailto:info@mlsa.am)

Armenian National Students' Association: Mr. Sargis Asatryants – [secretariat.ansa@gmail.com](mailto:secretariat.ansa@gmail.com)

Unison NGO for Support of People with Special Needs: Mr. Armen Alaverdyan – [unison@unison.am](mailto:unison@unison.am)

***EU partners:***

Roehampton University LBG – UK

UC LIMBURG – Belgium

Universitaet Graz – Austria

World University Service-Osterreichisches Komitee Verein – Austria

***Partner countries :***

**Armenia**

American University of Armenia (AUA)

Ministry of Education and Science of the Republic of Armenia (MoES)

Ministry of Labour and Social Affairs of the Republic of Armenia

Armenian National Students' Association (ANSA)

	<p>Unison NGO for Support of People with Special Needs</p> <p><b>Bosnia and Herzegovina</b></p> <p>Federal Ministry of Education and Science – Federation of Bosnia and Herzegovina</p> <p>Javna Ustanova Univerzitet U Tuzli Universitas Studiorum Tuzlaensis Sarajevo Meeting of Culture</p> <p>Univerzitet u Travniku</p>
<p><b>Beneficiaries:</b> <i>Which target group was involved (please specify the legal status and how many people were reached)</i></p>	<p>The project targets the major problems in Armenia and BiH related to the promotion of SD strategies through broader involvement of HEIs.</p>
<p><b>Financing:</b> <i>Budget and Program which financed the project/programme</i></p>	<p>803,469.2 EUR</p>
<p><b>Description:</b> <i>Detailed of the project/programme (please specify the activities/sessions/modules and methodologies implemented)</i></p>	<p>The overall objective of the project is to enhance the implementation of the Social Dimension at selected universities in Armenia and Bosnia and Herzegovina. It does so by promoting and fostering equity as a measure of achievement, fairness, and opportunity in education.</p> <p>More specifically, the project aims at fostering access to/participation in and completion of higher education for persons from vulnerable/underrepresented groups through.</p> <ol style="list-style-type: none"> <li>1. Institutionalized support mechanisms to expand opportunities for students from vulnerable/underrepresented groups at HEI level (development and implementation of strategies at the level of PCUs);</li> <li>2. Capacity building of responsible HEI staff at PCUs for providing adequate support to students from vulnerable/underrepresented groups;</li> <li>3. The development of resources for inclusive teaching and learning based on universal design principles; and</li> <li>4. Capacity building of highschool teachers for raising awareness of pupils on access to higher education for all and encouraging those who might otherwise</li> </ol>

not benefit from higher education.

Peer learning and the exchange of good practices across regions will play a central role in this context.

The principle outputs include:

- Review of roles, functions and ongoing initiatives at PCUs in promoting access to, participation in and completion of HE for students from vulnerable and underrepresented groups;

- Collection of data on groups which are considered underrepresented and vulnerable in higher education and on the specific needs they have;

- Strategies at the level of PCUs for fostering access to, participation in and completion of HE for students from vulnerable and underrepresented groups;

- Trained staff for operationalizing strategies to foster access to, participation in and completion of HE for students from vulnerable and underrepresented groups;

- Resources for inclusive teaching and learning;

- Development of information materials to raise awareness of high school pupils & teachers on equal access to higher education; trained highschool teachers.

WP 1 (PREP): Inception phase

1.1. Consolidation of project team and creation of a common understanding on the project among team members (bilateral and joint skype calls)

1.2. Set up of communication structures for team communication (coordinator)

WP 2 (DEV): Review of roles, functions and ongoing initiatives at PCUs in promoting access to, participation in and successful completion of HE for students from vulnerable and underrepresented groups

2.1. Draft of questionnaire targeting PCUs, assessing roles/functions/initiatives

2.2. Site visits by European partners to PCUs in Armenia and BiH

2.3. Literature review: Best practices in promoting access to, participation in and successful completion of HE for students from vulnerable and underrepresented groups

2.4. Joint workshop (WS 1) where results from questionnaire, site visits and literature review (good practices) are presented and discussed.

2.5. Report on roles, functions and ongoing initiatives at PCUs

WP 3 (DEV): Collection of data on groups which are considered as underrepresented and vulnerable in higher education and on the specific needs they have

3.1. Assessment and analysis of available data for each country

3.2. Development of benchmarking toolkit for identifying underrepresented/vulnerable groups and their needs in HE

3.3. Making students heard and filling data gaps: Draft and conduction of student surveys at the level of PCUs based on benchmarking toolkit

3.4. Analysis of results from student surveys

3.5. Presentation of results from analysis/student surveys at the beginning of joint strategy workshop (WS 2.)

WP 4 (DEV): Development and implementation of strategies for fostering access to, participation in and successful completion of HE for students from vulnerable and underrepresented groups

4.1. Workshop on strategy development (WS 2)

4.2. Development of guidelines for strategy development in line with good practices and recent developments on the Social Dimension

4.3. Draft of strategies for each PCU (responding to needs of identified vulnerable/underrepresented groups) based on review/feedback by twinning partners and endorsement of strategies by PCU management

4.4. Joint workshop/training (WS 3) addressing the HOW? of central elements identified in the strategies of PCUs

4.5. Study visits for representatives from PCUs in Armenia and BiH to twinning partner (EU HEI)

4.6. Draft and implementation of plan of activities for PCUs for project year 2 and 3, identifying a time plan, clear roles and responsibilities for the identified measures to be implemented.

4.7. Conference where lessons learned from the

implementation of the activity plan/strategies and recommendations based on the overall project implementation are presented together with next steps.

4.8. Report which presents findings and recommendations from lessons learned Conference.

WP 5 (DEV): Development of resources for inclusive teaching and learning

5.1. Analysis of available resources and needs at PCUs in terms of inclusive teaching and learning

5.2. Development of guidelines for inclusive teaching and learning based on universal design principles

5.3. Development of resources (online course) for inclusive teaching and learning based on guidelines, collaborative team/student workshop (WS 4) and good practices from EU countries

5.4. Training of PCU staff to apply and become e-coaches of online training course (WS 5)

5.5. Piloting of resources/online course for inclusive teaching and learning at PCUs during the project period

5.6. Finalisation of resources for inclusive teaching and learning based on lessons learned from the piloting phase

5.7. Webinar series on inclusive teaching and learning for higher management staff at PCUs

WP 6 (DEV): Development and dissemination of information materials to raise awareness of high school pupils & teachers on equal access to higher education

6.1. Development of teaching resources and training materials (including online component) for high school pupils and teachers to raise awareness on equal access to higher education for all

6.2. Workshops for teachers and university staff (WS 6,7)

6.3. Dissemination of information materials and training resources in high schools (roundtables)

WP 7 (QPLN): Monitoring, Quality Control and Sustainability

7.1. Development of project quality plan

7.2. Creating internal quality control reports

7.3. Provision of feedback on products/outputs produced within the project

7.4. Monitoring visits to PCUs

7.5. Organisation of external evaluation

7.6. Establish sustainability plan per PCU for

	<p>action beyond project lifetime</p> <p>WP 8 (DISS/EXP): Dissemination of project results</p> <p>8.1. Development of basic project dissemination package</p> <p>8.2. Development of dissemination and exploitation strategy</p> <p>8.3. Organization of round tables in PCUs</p> <p>8.4. Development of dissemination reports (interim and final)</p> <p>WP 9 (MGMT): Management of the Project</p> <p>9.1. Creation of consolidated project work plan</p> <p>9.2. Effective project implementation</p> <p>9.3. Organisation of Kick-off meeting and Consortium Meetings as per project workplan</p>
<p><b>Results achieved:</b> <i>Describe the quantitative and qualitative results achieved</i></p>	<ul style="list-style-type: none"> <li>✓ National level guidelines on development and operationalization of SD strategies</li> <li>✓ Institutional level master plans and mechanisms to implement SD strategies related to fostering access to, participation in and completion of HE for students from vulnerable and underrepresented groups;</li> <li>✓ Reviewed roles, functions and ongoing initiatives at HEIs in promoting SD strategies;</li> <li>✓ Capacity building of HEIs and respective government authorities for operationalization of SD strategies;</li> <li>✓ Ensuring resources for inclusive teaching and learning;</li> <li>✓ Capacity building materials to raise awareness of high school pupils &amp; teachers on equal access to higher education and trained high school teachers.</li> <li>✓ The cross-regional nature of the project ensures learning from existing practices, successful experience exchange, long-standing cooperation between the two regions and EU partners – with a major aim of promoting voluntary convergence with EU developments.</li> </ul>

<p><b>Innovation:</b>  <i>Specific Characterisation of the project/programme in terms of innovation</i></p>	<p>This project adopted a holistic approach whereby the activities focused on the different levels in a Higher Education institution: strategy level of HEIs (collection of data, benchmarking activities, strategy development), operational level of HEIs (through staff training), and pre-university stage, (awareness raising activities and development of resources for secondary school teachers). Including the pre-university stage is essential as obstacles on the way to higher education can have their roots in entrenched stereotypes and/or lack of support from parents which can be effectively addressed at the level of secondary schools. By focussing on these different levels, we expect to reach a sustainable impact.</p>
<p><b>Empowerment:</b>  <i>Describe the specific impact generated by the project/programme in terms of empowerment</i></p>	
<p><b>Website:</b>  <i>Link of the project/programme (if available)</i></p>	<p><a href="http://inclusionerasmus.org">http://inclusionerasmus.org</a></p>
<p><b>Contacts:</b>  <i>(if available)</i></p>	

**Pictures:**

*Please attach to the sheet pictures of the project/programme*

